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ABSTRACT

Project ACT (Adult Competency Training) was a United States Office of Education staff development project in Region 8 from 1972 to 1975, implementing a self-generating and self-supporting staff system to help adult educators become better prepared to serve their clients. The project served Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming through a policy board, with two representatives from each State; strategy boards, within each State; and a central administrative staff. Major components were developed and are described: Individualized Training Programs (ITP's), developing adult educator competency in specific areas through self-directed study aided by literary and audiovisual resource materials from ACT; Regional Resource Teams (RRT's), involving various adult educators from the six States as consultants and trainers for other adult educators in the region; learning modules and project documentaries, providing audiovisual aids, exercises, and bibliographies as resource materials; and Project Act Resource Information System (PARIS), employing computer-based data management techniques to make literary and audiovisual materials, and information regarding training sites and resources available to adult educators. It is hoped that funding will be provided to continue the major project components. (LH)

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WRAP-UP REPORT

PROJECT act VIII

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August 15, 1975

Dear Readers,

This is a report about Project ACT. Many readers already know that ACT (Adult Competency Training) was a special demonstration project aimed at improving the general quality of adult education by helping adult educators become better prepared to serve their clients. Headquartered in the Adult Education Division of the Department of Education at Colorado State University, Fort Collins, Colorado, Project ACT was sponsored and funded by the U.S. Office of Education to serve adult educators in the six states of HEW Region VIII (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming). As a federal project, ACT was in operation from May 15, 1972 to June 30, 1975, with a special extension to October 31, 1975. The Project has been directed by Dr. James M. Kincaid, Jr., Professor of Education at Colorado State University. He was succeeded by Ms. Sheila Schroeder, a member of the professional staff of the Project, who became Co-Director in April, 1975 and Director in July, 1975.

What has Project ACT been like? What has it accomplished, and how might it affect adult education in the future? In this report, we will try to answer these questions, or at least tell you where you might look for the answers. Pilot programs or demonstration projects such as Project ACT often have problems disseminating information about their accomplishments to those who could benefit from what has been learned. Frequently, innovative approaches are tried and remarkable new things are discovered, but others not directly involved know little about the findings. This can result in much wasted time and duplication of effort in other endeavors dealing with similar problems and concerns. To avoid this, the new projects would do well to incorporate earlier findings and accomplishments instead of starting "from scratch." For this reason, although Project ACT staff have engaged in many types of dissemination reporting and meetings during the past three years, we have decided to prepare this brief newsletter-style report and send it to as many people as possible whom we feel could profit from this information. The articles of the report can provide helpful ideas for a wide variety of readers involved in adult education and training. The main thrust of the Project has been to begin an effort at providing the best possible kind of training to meet the needs of adult educators in the Region. Since it was not possible to discover and solve all staff development problems in the Region in three years, Project leaders devised a streamlined, compact

approach which would focus on certain important areas of concern. They believed that solving, or beginning to solve these crucial problems could in the long run provide the key to addressing many other interrelated issues in adult education and adult educator training. Decisions were made to develop a system for determining and meeting the training needs identified as most critical by the practicing adult educators from the Region who would be selected to participate in the Project.

The general philosophy adopted in Project ACT was to put the needs of the individual adult educator first, for if the basis for identifying and meeting needs becomes too general, no one's personal needs can be met. This philosophy is really only an adaptation of theories and practices prevalent in contemporary adult education. There was no reason to doubt that these things could also be true of adult educators when they undergo training. After all, they, too, are adult learners!

Project ACT attempted to create services, programs and activities to actualize this philosophy which would have potential both for growth during the Project and self-sustained continuation afterwards. Everything was done with the intention of sparking a "multiplier effect" in the future. Although efforts would be geared to meet the special needs of individual adult educators who participated in the Project, it was planned that the Project participants would eventually become one of the greatest resources for further advancement and improvement of the Project's capability for adult educator training both during and after the three-year period of federal funding. In this way, it was hoped that the funding would be used as seed money for beginning a regional staff development system which would not grind to a halt as soon as the federal project as such terminated. This, after all, was the intent of the USOE in funding such projects. The individualized training methods that emerged would not only help meet the needs of Project participants; but, refined and improved during the Project, they also could become the basis of ongoing inservice training programs in the future. In addition, resource systems and training devices developed and used in the training activities could also be used in many other ways by adult educators and staff development specialists in the Region.

The following articles describe the major components of Project ACT: The Individualized Training Programs (ITP's), the Regional Resource Teams (RRT's), the learning modules which have been prepared and used in the Project, and the Project ACT Resource Information System (PARIS) which has undergirded the entire effort. More complete information on all these subjects is available (see page 17 for details). The resources, services and concepts described in these articles may be helpful to YOU in your staff development or other adult education work. . . .

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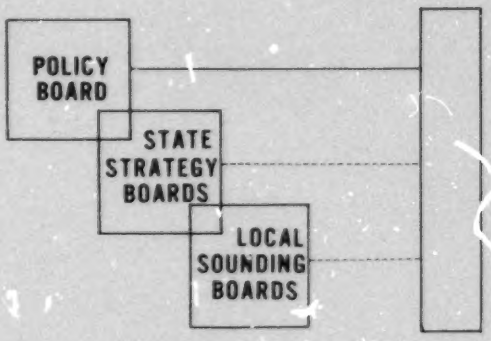
PROJECT organized for ACTion

A major goal of Project ACT has been to develop a six-state Regional Consortium organization to operate the Project. The major policy making body has been the Project ACT Policy Board. Each state in Region VIII had two representatives on this Board, one from the state department of education and one from an institution of higher education responsible for adult or continuing education. The U.S. Office of Education Program Officer for Region VIII also sat on the Policy Board.

Strategy boards were organized in each state, with varying degrees of success. Their function was to help the regional representatives become more aware of adult educator needs in their own states and to assist in defining and implementing Project objectives within the states. Attempts were made to establish local sounding boards to provide additional input for the state strategy boards, but this effort has remained largely in the formative stage thus far.



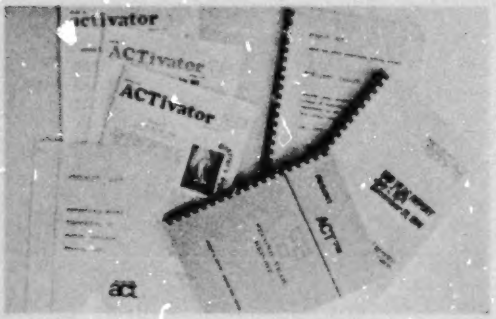
The other major component of the Project organization has been the central administrative staff, which handles the day to day operation of the Project. The staff is housed in the Adult Education Division of the Department of Education, College of Professional Studies, at Colorado State University, Fort Collins, Colorado, with some staff personnel doubling as department faculty. Dr. James M. Kincaid, Jr., Project Director since it began on May 15, 1972, officially resigned from this position on June 30, 1975. He was succeeded by Ms. Sheila Schroeder, formerly a Program Coordinator with the Project, who had become Co-Director in April, 1975. Under their leadership, the Project ACT staff worked together to implement the decisions and directives of the Policy Board in a variety of ways.

The internal organization of the Project staff has been quite flexible, frequently changing as the Project grew and as needs changed. Dr. Kincaid has noted that it is a very "flat" structure, not a hierarchical pyramid with all major decisions being handed down from the top. The staff, which has grown considerably in size since 1972, typically has included the Director or Co-Directors, one or two Program Coordinators and Research Associates, one to three secretaries, and varying numbers of Graduate Research Assistants (see pages 5-6). Groups of individuals from all these categories have been organized into committees or task forces to handle specific tasks or to perform ongoing duties associated with different phases of the work of the Project, described in other sections of this report.

PROJECT Organized for ACTion (Cont'd.)

Major activities handled by the administrative staff have included the development and facilitation of Individualized Training Programs (ITP's) for sixty adult educators from the Region, the coordination of the Regional Resource Team effort, the operation of PARIS (Project ACT Resource Information System), and the development and pretesting of training modules on a number of topics, often in cooperation with a Regional Resource Team, to be used in the field and to be included in PARIS.

Certain staff members have also been engaged in administrative duties such as budgeting, report writing, evaluation efforts, communication with Policy Board and government officials, coordinating with other Adult Staff Development projects, including the nine other HEW regional projects, and dissemination of information about Project ACT.



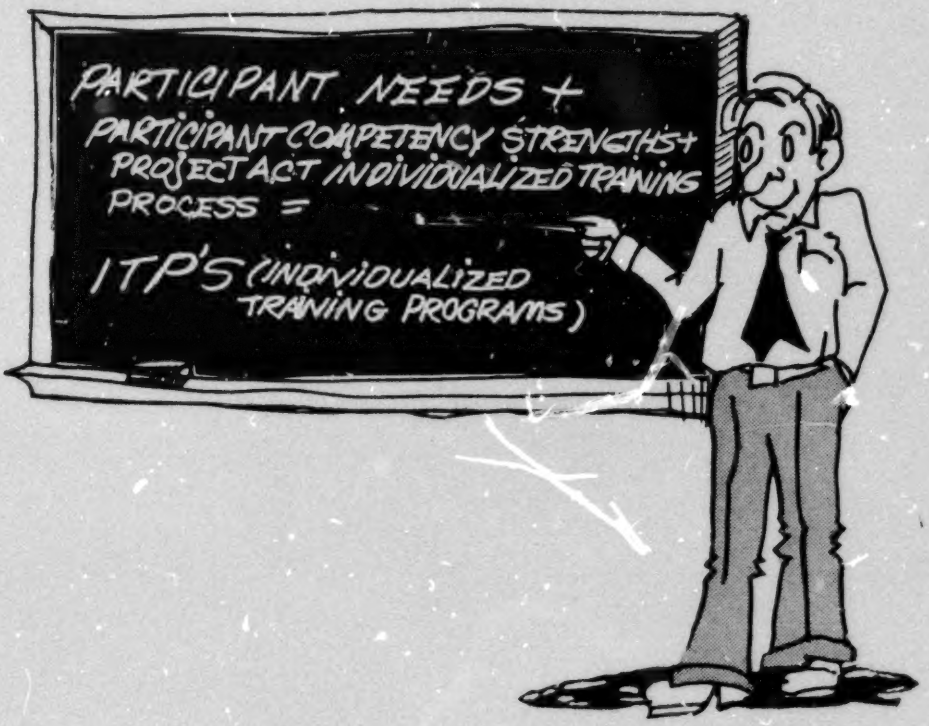
Three editions of "ACTivator," the Project newsletter were published and distributed to participants and other interested persons. In addition, staff members conducted or helped conduct a number of special workshops for participants and other adult educators. Current activities include efforts at continuing the work of Project ACT beyond the new termination date of October 31, 1975. Investigations are being made and proposals written to tap several potential sources of funding and clients for staff development services as evolved through Project efforts.

PROJECT ACT STAFF

The duties and responsibilities of Project staff have been so closely interrelated and complementary that eveyone has been involved in nearly all aspects of the work at one time or another. The following list is indicative of the staff members who have been associated with the Project for varying periods of time over the three years and their primary areas of responsibility with the Project.

Name	Position	Major Responsibility
Dr. James M. Kincaid, Jr. (1972-1975)	Director (later Co-Director)	Overall Project Administration
Ms. Sheila Schroeder (1973-1975)	Director (formerly Program Coordinator & Co-Director)	RRT's, General Administration
Mrs. Virginia Ricard (1972-1975)	Program Coordinator	ITP's/PARIS
Ms. Annette Ensley (1974-1975)	Module Development Coordinator	General Administration/ Module Development
Dr. John C. Snider (1974)	Training Associate	Module Development
Dr. Paul Butterfield (1974-1975)	Planning Consultant	State/Regional ASD Planning
Dr. Doug Sjogren (1972-1973)	Consultant	Internal Evaluation
Dr. Charles Porter (1973-1975)	Community Education Specialist	Community Education Specialist
Patrick Aulicino (1974)	Graduate Research Assistant	Writer/Internal Evaluator
Rosemary Casey (1974)	Graduate Research Assistant	PARIS
Ann Miller (1974)	Graduate Research Assistant	PARIS
Mary Ann Wittman (1974)	Graduate Research Assistant	PARIS
Robert Clark (1974)	Graduate Research Assistant	Writer/Internal Evaluator
Debbie Tisdale (1974-1975)	Graduate Research Assistant	PARIS
David Haggerty (1974-1975)	Graduate Research Assistant	Writer/Internal Evaluator
Donalee Brown (1974-1975)	Graduate Research Assistant	Module Development
Patrick Chambers (1975)	Graduate Research Assistant	Module Development/ PARIS
Christina Haus (1975)	Graduate Research Assistant	Module Development/ PARIS
Paula Hanrahan (1975)	Graduate Research Assistant	PARIS
Roberta Scott (1972-1974)	Secretary	Correspondence/Reports
Carol Davey (1972-1974)	Secretary	Bookkeeping/Receptionist
Peggy Lewis (1974-1975)	Administrative Assistant	Office Management/Bookkeeping
Naomi DiBona (1974-1975)	Secretary	Reception/Correspondence/ Reports
Carol Hansen (1974-1975)	Hourly	Secretarial
Brad Bloom (1974)	Hourly	PARIS
Barbara Kistler (1975)	Hourly	PARIS

INDIVIDUALIZED TRAINING--
AN EQUATION TO SOLVE
THE PROBLEMS OF STAFF DEVELOPMENT



Applying this equation to the staff development problems presented to adult educators in Region VIII helped facilitate meaningful training activities.

PROCESS OF THE EQUATION. Sixty adult educators became participants in Project ACT; 25 in 1973 and 35 in 1974. Despite basic commonalities among them, the participants represented a multiplicity of backgrounds, experiences, interests and expertise. Because of these variances, each participant was treated as a unique individual.

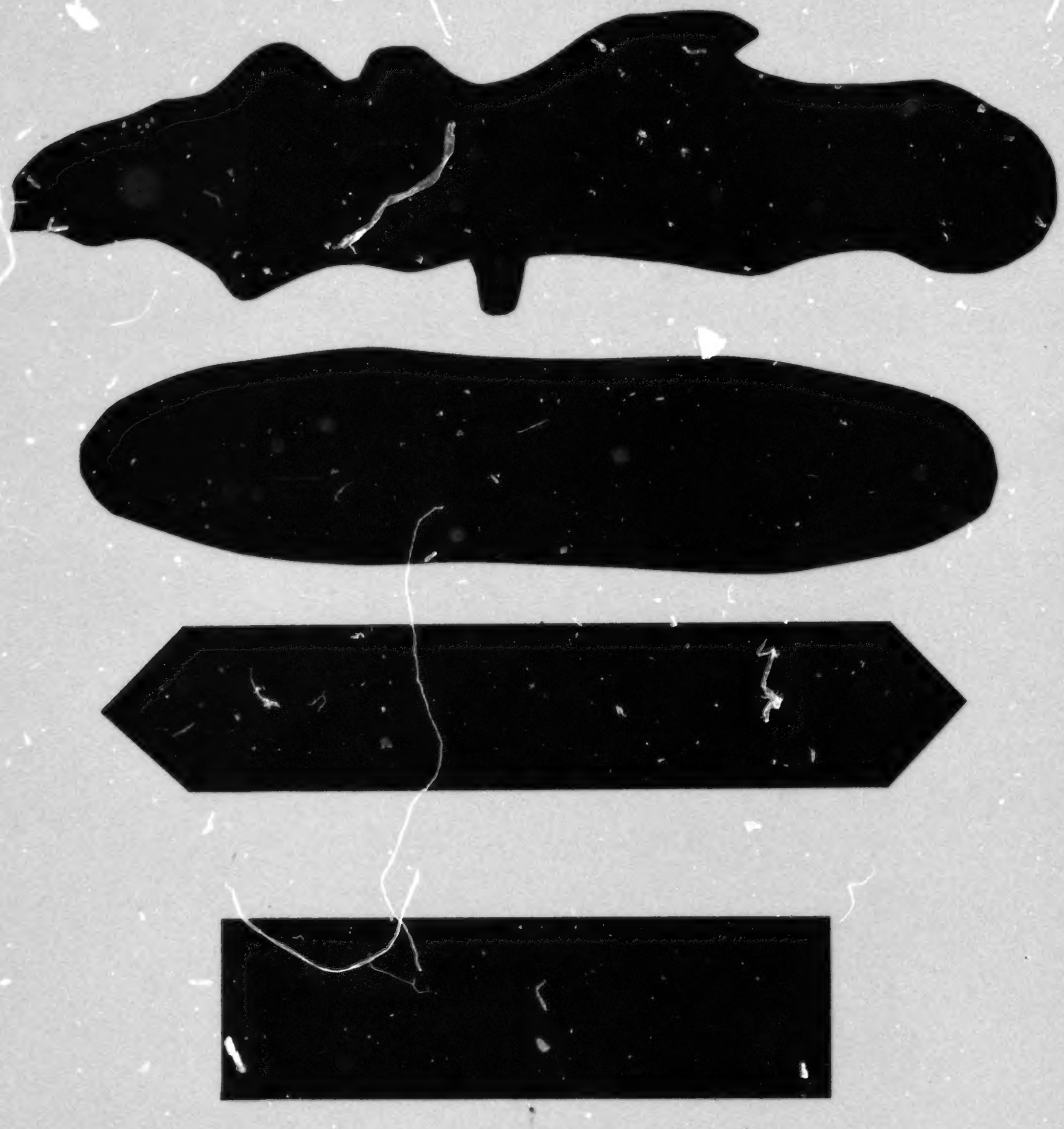
Upon admittance into the Project, an interview was conducted with each participant. The interview allowed each participant to identify personal competency strengths, weaknesses, and interest areas. With this information, the Project ACT staff was able to develop *with* (rather than *for*) the participants sixty distinctly different Individualized Training Programs (ITP's).

The Project ACT ITP process was designed to aid each participant's effort to achieve increased competency in one or more identified need areas, most of which were related to his or her role as an adult educator in Region VIII. The total list of needs identified by all participants reveals the diversity among members of the group from the six-state area.

Individualized Training Programs (Cont'd.)

In the ITP's, participants and staff worked cooperatively to create a meaningful learning experience within a one-year period. Participant self-directed learning was encouraged and supported. Facilitative staff remained open to suggestions and carried on a constant search for appropriate resources. The ITP experience was designed to be person-centered, practical, pertinent and evolving. The participant was viewed as capable of identifying personal needs, of implementing a program designed to meet those needs and of evaluating the results of the learning experience.

Project ACT ITP's were developmental in nature--designed to provide a variety of experiences in a purposeful, sequential manner. Needs identified by the participant in the initial interview were placed in order of priority and the program was built around the four-phase ITP process:



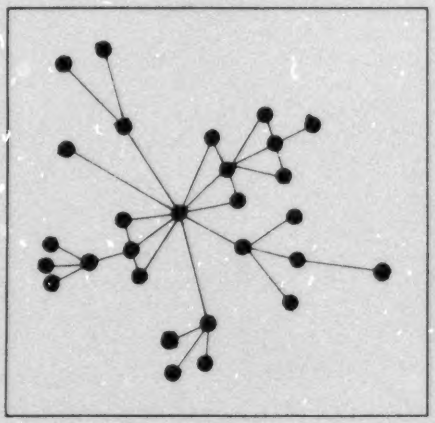
Site visitations, literary, audio-visual (AV) and human resources were keyed to the appropriate phases of the process within time frameworks jointly established by staff and participants to meet individual needs. Literary and audio-visual resources, corresponding to the personal competency needs identified, were shipped to participants monthly from the ACT Resource Center at Colorado State University. Budget estimates, inserts pertaining to consultations, and program revisions or instructions regarding the ITP were provided with each color-coded program.

RESULTS OF APPLYING THE EQUATION TO THE PROBLEM. The results noted during and following this nontraditional approach to individualized learning were as varied as the program experiences and the participants involved. In general, however, participants reported that the ITP process allowed them to work on individual needs in their own work and study environment at a personal pace and with materials that were relevant to them. The group experiences allowed them to share and expand the individually gained knowledge with others. Participants not only shared with each other, but took materials, methods and new expertise (their own and that of others -- e.g., consultants) with them to their adult education working systems. Learners welcomed the monthly arrival of resources which increased their access to updated materials in the field of adult education. The ACT ITP was seen as truly individualized adult competency training -- a success for most participants!

IMPACT AND IMPLICATIONS FOR THE FUTURE. The learning experience has not ceased with the completion of first and second year programs by Project ACT participants. Many continue to share materials, experiences and ideas in formal or informal training sessions with co-workers. Others apply the ITP process to areas they wish to pursue in their own individual learning growth and development.

Besides these results, the potential for development of ITP's at local and/or state level, with the Project ACT Resource Information System (PARIS) as a supportive base, is now seen as a realistic possibility.

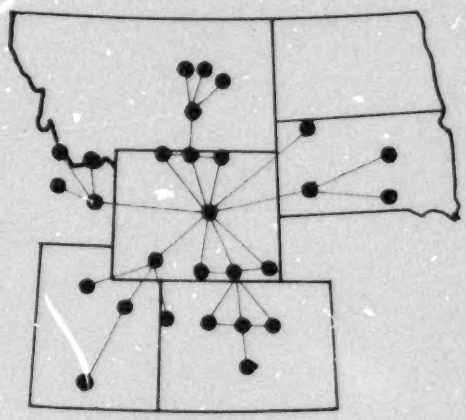
ACT participants in Region VIII, while coming from a variety of different geographical areas and cultural backgrounds, had certain traits and interests that joined them together as a group. The ITP process enhanced and supported these individual differences while facilitating competency attainment through additional opportunities for one-to-one, small and large group interaction. Participants in Region VIII have not only recognized personal needs but have responded to them as well! They have evidenced -- in a spiraling effect throughout the Region -- personal competency growth. That, after all, is what an ITP is about! (More information about the ITP process is available in a documentary module and two research studies. See page 14.



REGIONAL RESOURCE TEAMS

Regional Resource Teams (RRT's) evolved as one of the ways of attaining Project ACT's goal of an ongoing self-sustaining adult staff development system in Region VIII. Both development of the RRT concept itself and the establishment of eight Regional Resouce Teams occurred during the three years of the Project.

The basic goal, established at the beginning of the Project, was to increase potential for meeting the needs of adult learners in the Region through enhancing the competencies of adult educators. One was of meeting this goal was to identify one person in each state responsible for adult staff development who would serve as a link between adult educators in the Region, state departments of education, institutions of higher education, and staff. From this concept evolved the RRT idea: the development of training teams of various kinds of adult educators, representing the six states of Region VIII, linked by common skills, abilities, and interests. All team members also underwent Individualized Training with Project ACT.



The process of establishing Regional Resource Teams began with Project staff interviewing individual participants to determine skills and abilities they would be comfortable sharing with others, and to determine interest and availability in serving as a team member. With second-year participants, this assessment was combined with the initial interview in the ITP. The staff then organized these expressed interests into categories, and participants were given team assignments by matching their skills and interests with these categories. The teams and the special abilities and skills they developed are:

1. COMMUNITY-WIDE PROGRAMMING IN ADULT EDUCATION: *a team with skills in planning, developing and implementing adult education programs on a community-wide basis.*

2. INDIVIDUALIZED APPROACHES TO INSTRUCTION: *a team prepared to deal with materials and skills needed in individualizing instruction for the adult learner.*

3. INTERPERSONAL COMMUNICATIONS: *this team specializes in many aspects of this area including techniques, methods, principles, and psychological factors. They also address problems relating to inter-cultural concerns, race and ethnic groups, age, sex, religion, and locale.*

4. ADMINISTRATION IN ADULT EDUCATION: *a team with expertise in counseling, group process, planning and organizing, staffing, budgeting, training and evaluation.*

5. ADULT TEACHING AND LEARNING: *this team is equipped to address the areas of philosophies, processes, methods, and techniques in adult teaching and learning.*

6. RECRUITMENT AND RETENTION OF STAFF AND STUDENTS FOR ADULT EDUCATION: *a team prepared to provide help for programs with problems in building or retaining a clientele base.*

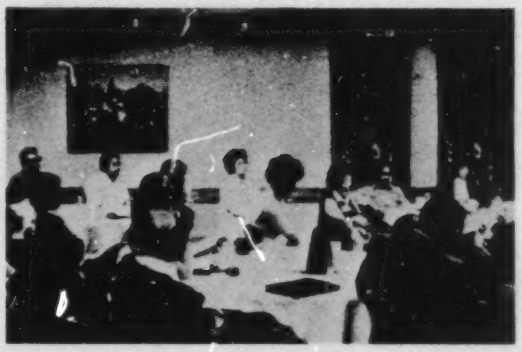
7. MEDIA AND THE ADULT EDUCATOR: *a team which can deal with the many problems in the effective use of media in adult education.*

8. TRAINING IN ADULT EDUCATION: *a team which offers assistance with processes needed in training adult educators.*

Regional workshops were held during 1973 and 1974 to facilitate development of the teams as trainers and consultants in these specific areas of expertise. A special workshop was held to increase awareness and skills relating to the process of performing as a consultant. Questions of team purpose and structure, individual roles within the teams, and possible approaches to be used with clients were addressed by each team. These preparatory activities were supported by Project staff and PARIS. As time went on, some teams developed learning modules to be used when they engaged in training activities in the field or by other adult educators who could obtain the modules through PARIS. Information on the RRT's prepared to serve as consultants in their expertise areas is now available through the PARIS Site and Human Resources File.

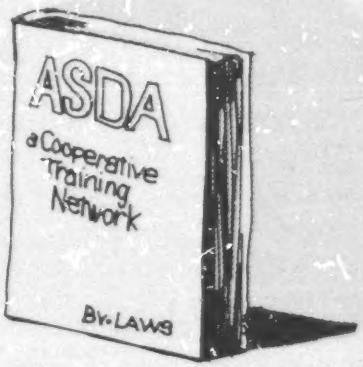
To date, team members have functioned as resource persons in the Region through one-to one consultations with individuals, consultations with the entire staff of local programs, and state and region-wide workshops. Team members themselves work individually or in groups depending on the needs of the client(s) they are serving.

An RRT can be strong because the concept facilitates the blending of the talents of different kinds of adult educators--younger and more experienced, male and female, urban and rural, administrators and teachers--from as many as six states, into a cohesive group with common or complementary interests, skills, and the goal of working together. (See page 14 for information on RRT documentary module.)



To sustain these team efforts and enhance their ability to serve as trainers and consultants of other adult educators in Region VIII, steps have been taken to establish a regional training association, continuing adult staff development

beyond the scope of Project ACT. At present, membership in the organization will be limited to ACT participants, Policy Board members, staff, and consultants, although it is intended to broaden this base if initial efforts are successful. The association has chosen as its title: *ADULT STAFF DEVELOPMENT ASSOCIATION: A COOPERATIVE TRAINING NETWORK.* The chief purpose of the association, as stated in the Articles of Incorporation, is "to develop and maintain a staff development association which builds upon the competencies, delivery systems and services developed through Project ACT. . . ." The purpose will be achieved through seminars and meetings, the encouragement and carrying out of research and demonstration efforts, and the seeking of funds "for the continuation of region-wide competency-based staff development activities." The association will also serve as a forum to promote cooperation between adult education agencies and as an advocate for adult educators so that staff development needs will be addressed. Members must donate a minimum of five days per year to the work of the association without personal reimbursement. They are asked to specify the ways they feel they can best contribute, to encourage other persons to join, and to establish "a mutually supportive relationship with one or more members of the association." The first official meeting of the new association is scheduled to be held in conjunction with the national AEA convention in Salt Lake City, October 27, 1975.



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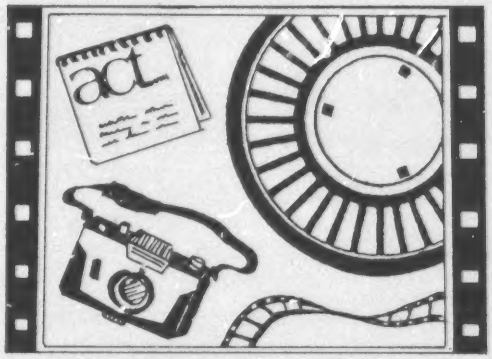
LEARNING MODULES/ PROJECT DOCUMENTARIES

The production of self-contained learning modules was one vehicle for obtaining the major Project objective of evolving an on-going, self-sustaining system of staff development in Region VIII. The modules are flexible learning devices developed for meaningful use by either individuals or groups in a wide variety of situations. Each module (through use of media--e.g., slide/tape, videotape, film, overhead transparency) presents one main concept at an entrance level of knowledge. Exercises and bibliographic materials are included to facilitate further study. ACT documentary modules were also developed to explain nontraditional approaches to staff development which evolved through the Project.



Six learning modules were developed by members of Project ACT Regional Resource Teams in cooperation with Project staff. (Individuals or teams are listed below with respective modules). Each learning module is designed to focus on a single learning concept. These LEARNING MODULES include:

1) *"DEVELOPING A COMMUNITY-WIDE NEEDS ASSESSMENT" (Community-Wide Programming Team) is a slide/tape presentation plus printed materials designed to aid adult educators and other community members in planning and conducting a needs assessment. It presents important considerations as well as a general description of the steps involved in assessing community needs.*

2) *"DEVELOPING A PHILOSOPHY FOR COMMUNITY-WIDE PROGRAMMING" (Community-Wide Programming Team) is a videotape presentation with printed materials dealing with (a) questions to consider, and (b) the importance of developing a group philosophy. A simulated community council meeting serves as an example.*

3) *"AN INTRODUCTION TO VALUES CLARIFICATION" (Interpersonal Communications Team) is a slide/tape presentation with printed materials designed to provide an introductory view of the values clarification process and its implications.*

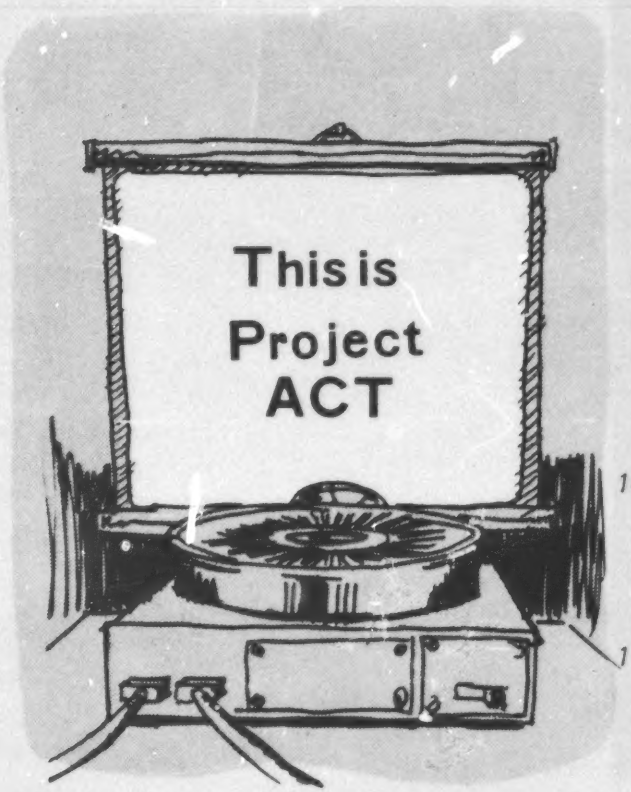
4) *"ATTRIBUTES OF A SUCCESSFUL TEACHER OF ADULTS" (Adult Teaching and Learning Team) was developed as a slide/tape presentation with printed supportive materials to give information both on the special needs of adult learners and on attributes of a teacher or facilitator which are most beneficial when working with adults.*

Learning Modules/Project documentaries (Cont'd.)

5) *"CLASSIFICATIONS OF THE ADULT LEARNER" (Individualized Approaches to Instruction Team) is a slide/tape presentation describing goal-oriented, activity-oriented, and learning-oriented adult learners--their similarities and differences.*

6) *The "ESL TRAINING MODULE" (Shirley Kircher, Individualized Approached to Instruction Team) is designed to assist teachers of English as a Second Language in setting program goals and objectives and in understanding the chief aspects of language learning.*

In addition to the learning modules, five Project documentaries were developed by the Project staff to explain nontraditional approaches to adult staff development which were formulated and utilized by the Project. These DOCUMENTARIES include:



7) *"THIS IS PROJECT ACT," a slide/tape presentation, explains the background, purposes, and aims of the staff development effort in Region VIII.*

8) *A module on "MODULE DEVELOPMENT," a slide/tape presentation, is designed to show the steps involved in planning and producing a single concept learning module.*

9) *"THE INDIVIDUALIZED TRAINING PROGRAM" (ITP) is a two-part videotape presentation. Part 1 answers the questions, "What is an ITP?" and "Why individualize in adult educator staff development?"; Part 2 focuses on "how is an ITP developed?".*

10) *"REGIONAL RESOURCE TEAMS" is a two-part slide/tape presentation describing the concepts involved in the establishment and deployment of resource teams in Region VIII for adult staff development.*

11) *"PARIS," which is available in reel-to-reel and cassette videotape, and 16mm film, describes the functioning of the Project ACT Resource Information System.*

These modules and documentaries provide additional multi-purpose resources for improved adult staff development in Region VIII. All are available for use on a loan basis to adult educators in Region VIII through PARIS; modules and documentaries can be purchased at cost of reproduction.

You need not speak fluent French or carry traveler's checks to get around in PARIS. The Project ACT Resource Information System employs computer-based data management techniques to identify, catalogue and make available both literary and audio-visual materials, including the learning modules described in this report, and information about training sites and resources for use by adult educators and trainers. PARIS has been designed to make these materials and information, often difficult to obtain locally, more readily available to large numbers of people over a wide geographical area.

PROJECT ACT RESOURCE INFORMATION SYSTEM

To achieve this objective, PARIS incorporated both a central resource center and the potential for any number of satellite centers. The system is headquartered at the main ACT Resource Center at Colorado State University, Fort Collins, Colorado, which itself houses more than 4,000 literary and audio-visual materials. Users of the system can request and receive these materials by mail. Information about site and human resources, regardless of location, is catalogued and can be retrieved through the appropriate PARIS file. With satellite centers, moreover, materials and information found in diverse locations do not have to be relocated to be made available through the system. A satellite center may be an existing facility or collection of resource materials, or perhaps a new facility created especially to be a part of PARIS, such as the Denver, Colorado center, which houses an additional 1,600 items.

In general, the PARIS user can be more effectively served because a host of resources of many types can be catalogued and utilized through a uniform information system. With satellite centers, the user can also discover which resources are closer at hand for him, particularly convenient when human or site resources, or materials which cannot be mailed, are sought.

PARIS began as a supportive base for the ITP's designed to serve Project ACT participants in meeting their identified competency needs. It is also used by the Regional Resource Teams and serves a variety of other adult educators in the six-state area of Region VIII. Colorado State University students, faculty and visitors often go directly to the main center for materials and assistance.

PARIS (Cont'd.)

ORGANIZATION AND DISTRIBUTION OF ITEMS. A visitor to the ACT Resource Center will find that materials have generally been divided into two major categories: 1) items of interest to persons responsible for training (teaching), and 2) items of interest to persons receiving training (learning). All items have been selected to be used by the educator of adults, and many items are especially appropriate for those responsible for staff development. For the convenience of users, all literary, audio-visual and human or site resources listed within the system have been assigned to 23 interest and sub-interest categories. Information related to the resources and the use or function of the system may be found in the PARIS Literary/Audio-Visual Listing, the PARIS User's Guide, the Sites/Consultant Listing, and the color video-tape or film, "PARIS". (See pages 14 and 17)

The distribution of materials and information from the main center is controlled and maintained by the computer-based data management system mentioned above. Through this system, any recognized PARIS user may select and obtain desired information or items from a resource listing.

THE SYSTEM. Briefly, the Project ACT Resource Information System provides for:

1) Supplying users with resources as identified in check-out requests by item identification number, author or title.

2) Providing users with lists to verify what resources were sent.

3) Identifying overdue items and items returned.

4) Supplying lists of resources on specified topics by responding to resource information request through:

   a) a computer print-out by item, interest and/or sub-interest category
   b) print-out by item title
   c) print-out by item author
   d) print-out by items by a particular author

5) Adding/deleting items from resource listing.

6) Informing users of geographical location of items.

7) Printing address labels for packages to be sent to participants.

8) Supplying identification labels for items stored in the center.

9) Maintaining a "history" file in the data base with information on frequency of item use.

FUTURE ROLE. The ever-increasing awareness and interest in the PARIS resources has been noted. The growing number of requests received and honored by the Center would seem to indicate that adult educators in Region VIII believe PARIS might play an important role in the future of adult education and staff development. PARIS has provided valuable learning experiences for ACT participants and other educators within the Region. Because of its capability to incorporate satellite centers, the system's design offers potential for extension of its services outside the Region to national or international levels.

FOR YOUR INFORMATION. . .

Would you like to borrow or purchase any of the documentaries or learning modules listed on pages 13 and 14? Want to find our more about the new trainer organization being formed by ACT participants? Think you'd be interested in becoming a PARIS user? Interested in copies of the PARIS Listings? Have any other questions you'd like to ask? If so, please write:

Ms. Annette Ensley
or
Mrs. Virginia B. Ricard
Project ACT
Room 213 Liberal Arts
Colorado State University
Fort Collins, Colorado 80523

Three graduate research studies and a technical article are also available:

Research Studies

1. The Development and Testing of Learning Modules in Adult Education, by Donalee Brown.

2. Individualized Training Competency Analysis, by Patrick Chambers.

3. Effectiveness of an Individualized Training Process, by David Haggerty. (Self-directed learning ability was studied as a major research variable.)

Article

"Competency-Based Individualized Training Programs for Adult Educators: A Nontraditional Approach to Adult Staff Development," by Sheila Schroeder and David Haggerty.

You may want to examine the mid-year and annual reports that have been submitted to the USOE during the three years of the Project's operation. The external evaluation reports for the second and third years are also available. For more information, contact:

Paul Deller
Director, Division of Adult Education Programs
Department of HEW
Office of Education
Washington, D. C. 20202

Letter to Readers (Cont'd. from page 3)

. . . What is your reaction to the things you have read about in this report? What can you do with the information presented, and how can you use the services that are available or the ideas that have been discussed?

For one thing, if you need more information and would like to look at any of the reports or documentary materials that have been mentioned, you can write to the appropriate contact person (see page 17). You might want to become a registered PARIS user and enjoy the benefits of the ACT resource information system. Special PARIS handbooks list the literary and audio-visual resources, and the sites (exemplary programs) and consultants that have served as resources in Project ACT training activities. For these you should contact Virginia Ricard (see page 17). The learning modules described in this report and many other kinds of adult education resources are available (see accompanying brochure).

Besides these resources, many Project participants, Policy Board members, staff and consultants who have been active in Resource Team work currently are forming a training organization to assist adult educators by sharing the ideas and competencies they have developed in their own work and training (see pages 11 and 12). We can't tell you a great deal about this organization yet because it still is in the formative stage, but interest has been strong and the preliminary work that has been done so far has been productive. We'll know more after the first official meeting, scheduled to coincide with the national AEA convention in Salt Lake City in late October. Meanwhile, contact Annette Ensley (see page 17) for more details.

For some readers, perhaps some of the ideas and concepts discussed in this report may hold the greatest interest and value. The idea of creating a computer-based resource system to catalogue and make available many kinds of resources located in numerous places might be intriguing to some. With such a system, much duplication of effort and expense can be avoided. Others might want to pursue the notion of individualized training programs: tailoring the training activities and resources to meet the competency needs of the individual trainee. (See Page 17 for materials giving additional information). Similarly, the advantage of capitalizing on the interests and abilities of practicing adult educators who work in the field, instead of always relying on the often costly and sometimes unobtainable services of "experts," might appeal to readers responsible for training and related concerns. In Project ACT, we have found that individual participants and Resource Teams, when properly trained in both content areas and process skills, can perform quite effectively as consultants and trainers with other adult educators. This is particularly true of the teams, because the strengths of one member often compensate for the weaknesses of another.

RE-ACT (Or Where Do We Go From Here?)

The impact that Project ACT has had on adult education and adult educator training in Region VIII certainly can never be completely documented and measured. Judging by what has already happened, however, it seems safe to say that the learning and growth experienced by many of the participants, coupled with the resource systems and training services that have been developed, evidence the potential for both continued growth and the "multiplier effect" envisioned at the inception of the Project.

In its present form Project ACT will not exist beyond the October 31, 1975 extension period deadline. Many attempts are being made, however, to secure funding so that the major components of the Project can continue to provide staff development services and activities in the Region. Besides the new trainer organization, largely an effort of the participants, Project staff are trying to publicize PARIS and the ITP concept to potential clients, including local adult education programs, state departments of education, the Colorado Extension Service and several others. Whether or not these efforts succeed, it is our hope that the accomplishments of Project ACT and the many new things that have been attempted in this demonstration project not only have benefitted those who were directly involved, but can also be of some use to others who confront similar problems and concerns. If you are among these, we hope this report has helped you and that you will accept our invitation to adapt what we have learned and what we can offer to your own situation. ACT NOW!

The Project ACT Staff